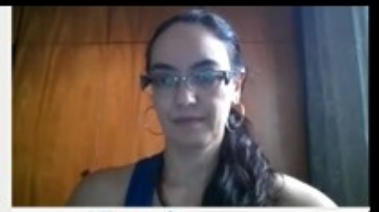
Plano de Aula &
Planejamento - Ensino
Médio
StandFor
StandFor
Evolution
EDELVIVES
00:09
12:23

Session Objectives
Plano de Aula & Planejamento - EM
Apresentar o planejamento;
Criar planos de aula com objetivos claros, incorporando os pilares metodológicos do programa.
StandFor
00:21
12:23

Planejamento - Evolution Take Off -



PROGRAM

TRIMESTER 1

BIMESTER 1

Lesson 1	Week 1	SB – Starter Unit – Meet the Topic, pp. 4-5
Lesson 2		SB – Starter Unit – Words and Meanings and Listening and Understanding, p. 6
Lesson 3		Booklet *Developing Exam Skills* – O Enem, pp. 4-5
Lesson 4	Week 2	SB – Starter Unit, pp. 7-8
Lesson 5		SB – U1 – Meet the Topic, pp. 10-11
Lesson 6		Booklet *Developing Exam Skills* – Identificação e Análise de Gêneros Textuais, pp. 6-8
Lesson 7	Week 3	SB – U1 – Words and Meanings and Spoken Expression, p. 12
Lesson 8		SB – U1 – Working with Text, p. 13
Lesson 9		Booklet *Developing Exam Skills* – Identificação e Análise de Gêneros Textuais, pp. 11-13

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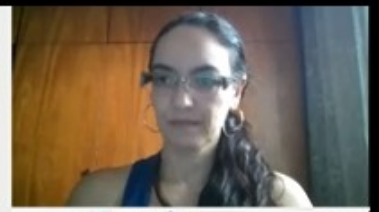
Take Off

3-LESSON-A-WEEK PROGRAM

In this program, each week is divided into 2 lessons of Core Language and 1 lesson of a different type of class (Project, Services, or Control).

Planejamento - Evolution Fly High -

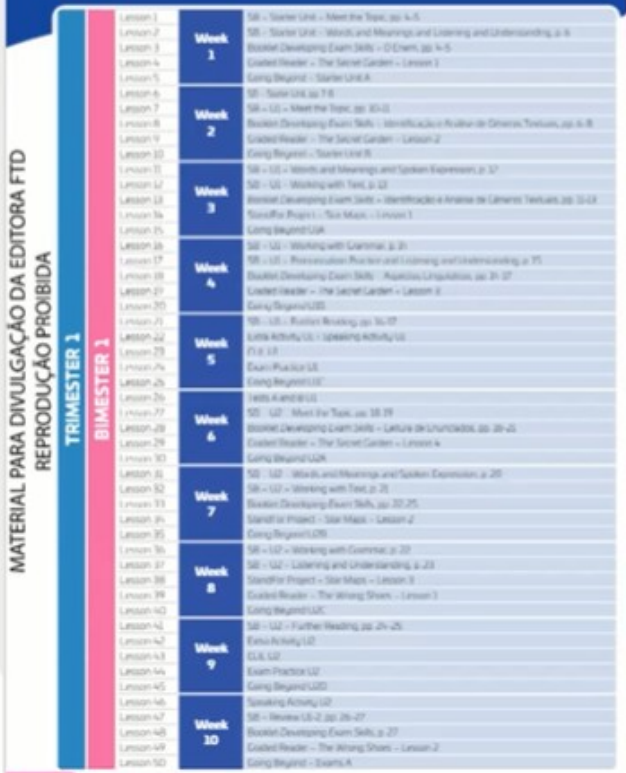


MATERIAL PARA DIVULGAÇÃO DA EDITORA FTD
REPRODUÇÃO PROIBIDA

PROGRAM

TRIMESTER 1

BIMESTER 1



TRIMESTER 1

BIMESTER 1

Lesson 6	Week 2	SB – Starter Unit, pp. 7-8
Lesson 7		SB – U1 – Meet the Topic, pp. 10-11
Lesson 8		Booklet *Developing Exam Skills* – Identificação e Análise de Gêneros Textuais, pp. 6-8
Lesson 9		Graded Reader – *The Secret Garden* – Lesson 2
Lesson 10		Going Beyond – Starter Unit B
Lesson 11	Week 3	SB – U1 – Words and Meanings and Spoken Expression, p. 12
Lesson 12		SB – U1 – Working with Text, p. 13
Lesson 13		Booklet *Developing Exam Skills* – Identificação e Análise de Gêneros Textuais, pp. 11-13
Lesson 14		StandFor Project – Star Maps – Lesson 1
Lesson 15		Going Beyond U1A
Lesson 16	Week 4	SB – U1 – Working with Grammar, p. 14
Lesson 17		SB – U1 – Pronunciation Practice and Listening and Understanding, p. 15
Lesson 18		Booklet *Developing Exam Skills* – Aspectos Linguísticos, pp. 14-17
Lesson 19		Graded Reader – *The Secret Garden* – Lesson 3
Lesson 20		Going Beyond U1B

Fly High

5-LESSON-A-WEEK PROGRAM

In this program, each week is divided into 2 lessons of Core Language and 3 lessons of a different type of class (Project, Services, or Control).

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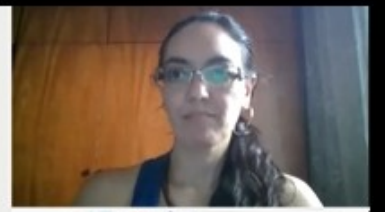
Plano de Aula – MP - EM



LESSON 1

Contents

- Phrasal verbs
- simple present and present progressive
- simple past and past progressive

Objectives

- Review language
- Engage students in the course

Material

- *Perspective 1*, Student Book, pp. 4-5

Class Plan

Warm-up

Write the word EGAUGNAL on the board and ask students to discover what word it is.

When students come up with the word LANGUAGE, ask them, in pairs or trios, to list as many languages as they can remember for two minutes.

Check information as a class, taking notes on the board.

After this, in the same pairs or trios, students read and answer the questions from *First Impressions* and later, compare their answers as a class.

SB – Starter Unit – Meet the Topic, pp. 4-5

Ask students to get together in pairs or trios and answer the three questions in activity 1 on page 4.

On the board, elicit from students all the answers and make a "class list".

Tell students to read the text The Value of Foreign Languages and check if any ideas from their lists appear in the text.

Then compare and discuss the class list and the information in the text with the students.

Assign activity 3 on page 5 and set a challenge: students have to choose true or false and find information in the text that supports their choices. When students finish, they compare their answers in pairs or trios.

Remind students of how a phrasal verb is formed, elicit common phrasal verbs students might know, and write them on the board. Allow time for students to do activity 4 on page 5. Correct as a class and ask students to organize a short list of phrasal verbs and their definitions.

Allow time for students to write their answers to activity 5 on page 5 individually. Tell students to stand up and make two lines so that they are facing each other. Students share their answers with peers for about two minutes. Control the time. After these two minutes, one of the lines moves to the right so that students have a new peer to share their information with. The activity goes on up to a moment when students have already talked to everybody from the opposite line. Open the discussion as a whole group in order to find differences and coincidences.

Assign homework: Workbook, page 100.

Wrap-up

Students work in trios or small groups and prepare a short presentation (one-minute presentation) on the most effective ways to learn English.

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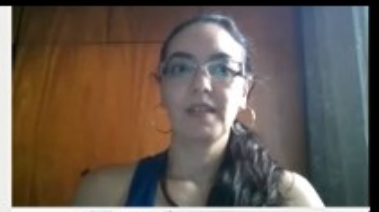
Plano de Aula – EM



1. Considerar o Planejamento Sugerido.

2. Estabelecer os objetivos – by the end of this lesson, my students will...

3. Preparar atividade de Lead-In, contextualizadora da aula.

4. Aplicar o Ciclo de Active Learning

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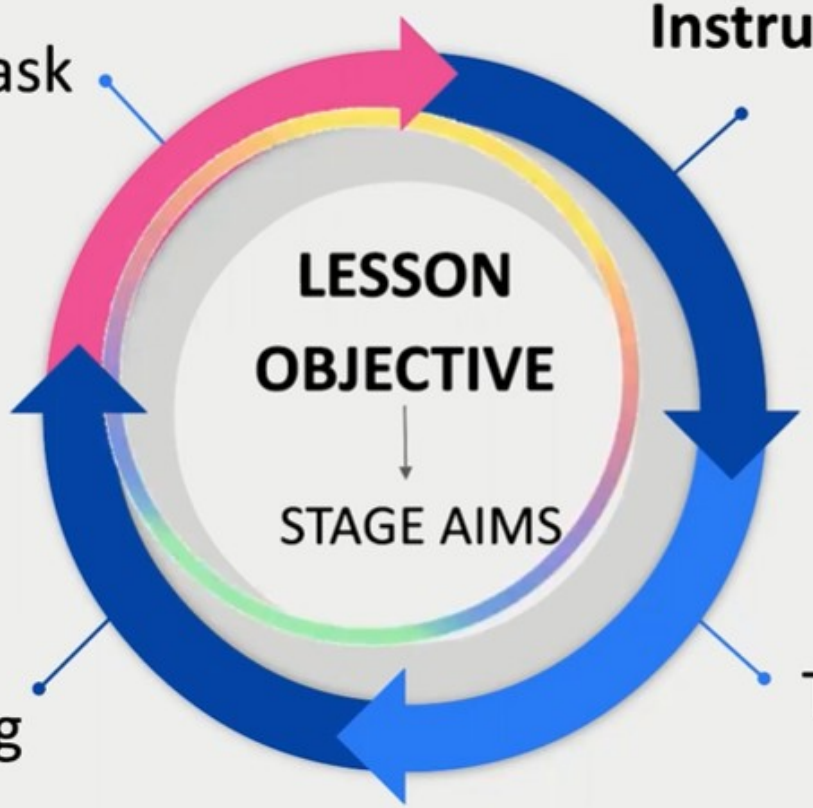
Active Learning



Proposed task

Instructions

Modeling

Instructions Checking

Co-operative work

Time

Task in Progress

Monitoring

Peer-checking

Eliciting

Feedback

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MARSH, David. 2008

Lesson Summary

- A aula trabalha com 3 ciclos principais: Warm-Up, Development e Wrap-Up (EM);

- Toda aula tem um objetivo comunicativo claro - **"By the end of this lesson, my students will..."**

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Session Summary

- Diferentes configurações de planejamento;
- Considerações acerca do plano de aula.

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12:04

12:23